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AUTHOR	Saettler, Herman
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ABSTRACT

A questionnaire was designed to determine the number of students receiving training in the education of the handicapped by level and type, and the existing pattern of training programs throughout the United States and within particular geographical regions. Of 628 questionnaires mailed to 468 different colleges and universities, about 99% usable questionnaires were returned. Results indicated that cooperative effort at the local, state, and federal levels had contributed significantly to providing education for the handicapped. Statistical tables and data are given. (JD)

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EC006158

BUREAU OF EDUCATION FOR THE HANDICAPPED

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STUDENTS IN TRAINING PROGRAMS IN THE EDUCATION OF HANDICAPPED CHILDREN AND YOUTH 1968-69

A SUMMARY REPORT

BY

HERMAN SAETTLER, ED.D.

DIVISION OF TRAINING PROGRAMS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
U.S. OFFICE OF EDUCATION
BUREAU OF EDUCATION FOR THE HANDICAPPED
JULY 1970

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INTRODUCTION

This is a summary of findings contained in the report "Students in Training Programs in the Education of the Handicapped" (Saettler, 1969). The report is based on a study undertaken for the purpose of estimating the number of students who were receiving training in the education of the handicapped in the nation's colleges and universities during the 1968-69 academic year.

The study was conducted under the auspices of the Institute for Research on Exceptional Children at the University of Illinois in cooperation with the Division of Training Programs, Bureau of Education for the Handicapped, U.S. Office of Education during 1968-69.

In the past twenty years great strides have been made in our societal commitment to provide an education to the nation's estimated 5½ million school-age handicapped children in 1968-69. One of the basic problems in providing special education for a handicapped child or adolescent is the lack of adequately trained professional personnel. Significant Federal legislation (Public Law 85-926) was passed by the Congress in 1958 to provide funds for (A) initiating additional training programs, (B) to assist then existing programs and (C) to provide financial aid to students. This was the first major attempt to handle nationally the manpower crisis in special education.

Passage of this law made it possible for the Federal government to design and administer programs which provide support to institutions of higher education and State education agencies for

the preparation of professional personnel in the education of the handicapped. The director of the Division of Training Programs, Bureau of Education for the Handicapped, Dr. Leonard J. Lucito, has indicated the primary goal of the Division is "...to make appropriate and significant contributions to the total efforts of the professional community in developing an effective national pattern of training programs for personnel to assure the best educational practices to all of the handicapped" (Lucito, 1968).

For information concerning the status of training programs and the number of students enrolled, the Division of Training Programs relies on information provided through grant applications submitted for Federal funds by State education agencies, colleges, and universities. The Division is continually supporting efforts to improve data collection in order to obtain the most accurate information possible.

SURVEY

In order to obtain information on non-funded agencies and additional information on funded agencies concerning (A) the number of students receiving training in the education of the handicapped by level and type, and (B) the existing pattern of training programs throughout the United States and within particular geographical regions at this critical point of program development, a nation-wide study was conducted.

A questionnaire form which would require the least amount of time and effort of the person completing the questionnaire was devised to obtain the greatest amount of information. The specific areas of training which were included on the questionnaire were: visually handicapped (VH), multihandicapped (MH), mentally retarded (MR), learning disability (LD), crippled (CR), deaf (D), special education administration (AD), emotionally disturbed (ED), and speech and hearing (SH).

NUMBER OF PROGRAMS

Of the 628 questionnaires mailed to 468 different colleges and universities*, approximately ninety-nine per cent usable questionnaires were returned. In the study, a training program was defined as any program which prepared professional personnel in the education of the handicapped in a single area such as mental retardation, deaf, or emotionally disturbed. The results of the survey indicated there were in 1968-69 academic year training programs in the education of the handicapped in 49 of the 50 states and in the District of Columbia, Guam, and Puerto Rico.

There were 412 institutions of higher education which had one or more training programs in the education of the handicapped. Altogether there were 774 undergraduate training programs preparing teachers in

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* Inclusion or inadvertent omission of any college or university in this survey should not be taken to mean endorsement or rejection by the U.S. Office of Education.

the education of the handicapped; seven hundred ninety-four programs at the graduate level of training in the United States and territories were preparing teachers, researchers, and leadership personnel in the education of the handicapped.

UNDERGRADUATE PROGRAMS

The results of this survey indicated that at the undergraduate level of training the largest area was mental retardation with a total of 276 colleges and universities having training programs (see Table 1). The next largest area of training was speech and hearing with 259 institutions of higher education having training programs. The two smallest areas of undergraduate training were special education administration with one program at the undergraduate level and multihandicapped with undergraduate programs at nine colleges and universities in the United States.

TABLE 1. NUMBER OF PROGRAMS IN THE UNITED STATES AND TERRITORIES PREPARING PERSONNEL IN THE EDUCATION OF THE HANDICAPPED BY AREA 1968-69

AREA	Undergraduate	Graduate
Visually Handicapped (VH)	23	28
Multihandicapped (MH)	9	10
Mentally Retarded (MR)	276	231
Learning Disability (LD)	40	73
Crippled (CR)	52	50
Deaf (D)	51	60
Administration (AD)	1	34
Emotionally Disturbed (ED)	63	112
Speech and Hearing (SH)	259	196

GRADUATE PROGRAMS

The graduate programs in the survey included the master's degree, advanced or specialist degree, and doctoral degree levels of training. The first and second largest graduate areas of training in the education of the handicapped were in speech and hearing and mental retardation--a factor noted also at the undergraduate level. The smallest number of training programs at the graduate level was in the area of the multihandicapped.

NUMBER OF STUDENTS

Analysis of returns of the questionnaire indicated there were 84,630 full-time and part-time or extension students in academic year programs in the nation's colleges and universities preparing personnel in the education of the handicapped (see Tables 2 and 3, pages 6, 7, and 8 for complete data). Of this total, 58,468 were students at the undergraduate level of training and 26,162 were at the graduate level of training.

When data were summed from Tables 2 and 3 (pages 6-8), it was found that there were 1,770 students receiving training in the United States to be teachers or leadership personnel in the education of the visually handicapped. At the same time, there were 204 students in the area of the multihandicapped who were receiving training, 39,458 in mental retardation preparation programs, 3,389 in learning disability, 2,959 in the area of the crippled, 2,751 in the education of the deaf, and 398 in special education administration.

TABLE 2. NUMBER OF FULL-TIME AND PART-TIME OR EXTENSION UNDERGRADUATE STUDENTS IN ACADEMIC YEAR PREPARATION PROGRAMS IN THE EDUCATION OF THE HANDICAPPED IN THE UNITED STATES BY AREA AND LEVEL 1968-69

UNDERGRADUATE LEVELS	VH	MH	MR	LD	CR	D	AD	ED	SH	Total
Full-time										
Freshman	146	14	4,620	138	365	360	-0-	569	3,527	9,739
Sophomore	166	13	4,947	161	352	324	-0-	517	4,690	11,170
Junior	364	25	6,815	215	513	535	-0-	804	5,937	15,208
Senior	358	24	6,287	209	581	498	-0-	724	5,254	13,935
Fifth-Year	86	12	655	186	33	61	-0-	164	591	1,788
Sub-Total	1,120	88	23,324	909	1,844	1,778	-0-	2,778	19,999	51,840
Part-Time or Extension										
Freshman	-0-	-0-	245	7	-0-	-0-	-0-	22	89	363
Sophomore	-0-	-0-	298	1	11	2	-0-	20	128	460
Junior	21	6	785	21	41	16	-0-	56	207	1,153
Senior	27	-0-	1,024	67	61	32	-0-	67	181	1,459
Fifth-Year	31	23	1,768	242	114	74	7	341	593	3,193
Sub-Total	79	29	4,120	338	227	124	7	506	1,198	6,628
GRAND TOTAL	1,199	117	27,444	1,247	2,071	1,902	7	3,284	21,197	58,468

VH-visually handicapped
MH-multihandicapped
MR-mentally retarded
LD-learning disability
CR-crippled
D-deaf
AD-special education administration
ED-emotionally disturbed
SH-speech and hearing

TABLE 3. NUMBER OF FULL-TIME AND PART-TIME OR EXTENSION GRADUATE STUDENTS IN ACADEMIC YEAR PREPARATION PROGRAMS IN THE EDUCATION OF THE HANDICAPPED IN THE UNITED STATES BY AREA AND LEVEL 1968-69

GRADUATE LEVELS	VH	MH	MR	LD	CR	D	AD	ED	SH	Total
Master's Degree										
Full-time	224	38	1,695	353	260	439	26	661	2,762	6,458
Part-time or Extension	287	37	9,002	1,549	500	346	102	2,017	2,541	16,381
Sub-Total	511	75	10,697	1,902	760	785	128	2,678	5,303	22,839
Advanced or Specialist Degree										
Full-time	4	-0-	69	9	2	4	9	14	81	192
Part-time or Extension	10	-0-	583	89	29	7	69	79	69	935
Sub-Total	14	-0-	652	98	31	11	78	93	150	1,127
Doctoral Degree All										
Full-time	31	8	342	89	58	32	123	193	524	1,400
Part-time or Extension	15	4	323	53	39	21	62	67	212	796
Sub-Total	46	12	665	142	97	53	185	260	736	2,196
GRAND TOTAL	571	87	12,014	2,142	888	849	391	3,031	6,189	26,162

VH-visually handicapped
MH-multihandicapped
MR-mentally retarded
LD-learning disability
CR-crippled
D-deaf
AD-special education administration
ED-emotionally disturbed
SH-speech and hearing

TABLE 3-CONTINUED

NUMBER OF FULL-TIME AND PART-TIME OR EXTENSION GRADUATE STUDENTS IN ACADEMIC YEAR PREPARATION PROGRAMS IN THE EDUCATION OF THE HANDICAPPED IN THE UNITED STATES BY AREA AND LEVEL 1968-69

GRADUATE LEVELS	VH	MH	MR	LD	CR	D	AD	ED	SH	Total
Doctoral Degree 1st and 2nd Year										
Full-time	18	8	217	65	44	22	82	112	321	889
Part-time or Extension	9	3	211	43	18	17	44	43	111	499
Sub-Total	27	11	428	108	62	39	126	155	432	1,388
Doctoral Degree 3rd and 4th Year										
Full-time	13	-0-	125	24	14	10	41	81	203	511
Part-time or Extension	6	1	112	10	21	4	18	24	101	297
Sub-Total	19	1	237	34	35	14	59	105	304	808

VH-visually handicapped
MH-multihandicapped
MR-mentally retarded
LD-learning disability
CR-crippled
D-deaf
AD-special education administration
ED-emotionally disturbed
SH-speech and hearing

There were 6,315 students in programs receiving training to work with emotionally disturbed children and youth in an educational setting. Programs preparing speech pathologists or speech clinicians had 27,386 students enrolled in their training programs during 1968-69.

Approximately seventy-nine per cent of all college and university students preparing to work as professionals in the education of the handicapped were receiving their training in either the area of mental retardation or in the area of speech and hearing. This means that only about twenty per cent of all the students preparing for a professional career in the education of the handicapped were receiving training in the area of multihandicapped, visually handicapped, learning disability, emotionally disturbed, crippled, deaf, or special education administration.

MEETING MANPOWER NEEDS

The percentage of teachers needed who would be trained and employed during 1969 showed the effort which the colleges and universities were making toward meeting the manpower crisis in the education of the handicapped. The number of full-time (A) seniors, (B) fifth-year, (C) master's degree, (D) advanced or specialist degree, and (E) 3rd and 4th year doctoral degree students were used to ascertain the number of personnel, who upon completion of training, would be available for employment in 1969.

Not all persons take teaching or leadership positions after completing their training. A study conducted by the Office of Education (U.S. Department of Health, Education, and Welfare, 1970) showed that, as of January 1967, 93 per cent of those students who received a scholarship award under the P.L. 85-926, as amended, for the academic year 1965-66 were working in programs for handicapped and 62 per cent were teaching special classes. However, the 93 per cent figure included students who continued their training at another level at a college or university and therefore would not have been available for employment in the fall of 1966.

Data for the general field of teaching indicate that over the last decade approximately 70 per cent of the prospective teachers in any single year have entered employment as teachers upon completion of their training (National Education Association, 1967). This is a more conservative figure and was used to compute the number of actually employable personnel.

The column showing "percentage-need-trained" in 1969, in Table 4 on page 11, was obtained by dividing the total number of personnel needed by the number of actually employable personnel. In 1969 the colleges and universities in the United States prepared about 86 per cent of the additional teachers who were needed in the area of education of the deaf.

The college and university programs in the nation prepared in 1969 approximately 16.6 per cent of the additional personnel needed in the area of education of the visually handicapped, 10.5 per cent

TABLE 4. CURRENT EFFORT BEING MADE BY COLLEGES AND UNIVERSITIES IN THE UNITED STATES IN MEETING THE MANPOWER CRISIS IN SPECIAL EDUCATION, 1969

	PERSONNEL AVAILABLE[a]	ACTUALLY EMPLOYABLE[b]	PERSONNEL NEEDED[c]	PERCENTAGE-NEED TRAINED 1969
VISUALLY HANDICAPPED (VH)	685	479	2,877	16.6%
MULTIHANDICAPPED (MH)	74	52	DNA[d]	.....
MENTALLY RETARDED (MR)	8,831	6,182	58,406	10.5%
LEARNING DISABILITY (LD)	781	547	22,564	2.4%
CRIPPLED (CR)	890	623	5,674	10.9%
DEAF (D)	1,012	708	823	86.0%
ADMINISTRATION (AD)	76	53	749[e]	7.0%
EMOTIONALLY DISTURBED (ED)	1,644	1,151	121,791	0.9%
SPEECH AND HEARING (SH)	3,637[f]	2,546	24,833	10.3%

[a]Data from Tables 2 and 3.
[b]Personnel Available multiplied by 70%.
[c]For source see: U.S. Department of Health, Education, and Welfare, 1968.
[d]Data not available.
[e]For source see: Wyatt, 1968.
[f]Figure does not include seniors.

in the area of education of the mentally retarded, 7.0 per cent in the area of special education administration, 2.4 per cent in the area of education of the learning disabled, 10.9 per cent in the area of education of the crippled, 0.9 per cent in the area of education of the emotionally disturbed, and 10.3 per cent in the area of speech and hearing.

One conclusion which can be reached by this type of analysis is that the area of the education of the deaf is near the point of optimum growth concerning the supply of teachers. It can further be concluded that the areas of learning disabilities and emotionally disturbed have a long way to go before they would reach optimum growth relative to training teachers in these two respective areas.

The analysis presented in Table 4, page 11 represents only one type of analysis which can be done with the information contained in Tables 2 and 3 (pages 6-8). However, manpower shortages are directly based on estimated prevalence figures for each type of handicap. Until these prevalence figures are verified by more precise research findings, projections made from these figures have limited value.

FEDERAL AID IMPACT

The growth in student enrollment in each of the areas of training before and after the 1958 Federal legislation (P.L. 85-926) showed a five-fold increase of the student enrollment after the Federal legislation. Another way to measure the impact of that legislation on training programs is to compare percentages of increase in student

enrollment before and after the enactment and implementation of the legislation. It was noted that between 1953-54 and 1961-62 there was a 292 per cent increase in the number of students enrolled in these programs, while this increase during 1961-62 to 1968-69 was 370 per cent.

FINANCIAL RESOURCES OF STUDENTS

Of all the full-time graduate students in preparation programs in education of the handicapped in 1968-69 sixteen and a half per cent were receiving either research or training assistantships. Students receiving State or local scholarships represented 6.9 percent of all the full-time graduate students, while 6.8 per cent were receiving private scholarships. About 22.1 per cent of the full-time graduate students in preparation programs in the education of the handicapped were either receiving loans as a primary means of support or were paying for their own education. Approximately 47.7 per cent of the full-time graduate students in the education of the handicapped were receiving some type of Federal scholarship as the primary means of support while they were attending the college or university.

One of every ten full-time undergraduate seniors in special education teacher preparation programs in 1968-69 was receiving a senior traineeship awarded to a college or university by the Division of Training Programs. One of every two full-time master's degree students in preparation programs in the education of the handicapped was receiving a Federal scholarship. One of every two full-time post-master's degree students training for teaching, research, or

leadership positions in the education of the handicapped was receiving a Federal scholarship.

REGIONAL RESULTS

By 1968-69 the thirteen western states which comprise the Western Interstate Commission for Higher Education had experienced a 62 per cent increase since 1958-59 in the number of institutions of higher education which had training programs in the education of the handicapped. There was a numerical increase of 856 per cent undergraduate, 307 per cent master's degree, and 544 per cent post-master's degree students enrolled in training programs in the thirteen states during the past ten years.

The fifteen southern states which comprise the Southern Regional Education Board had experienced by 1968-69 a six per cent increase since 1964-65 in the number of colleges and universities having training programs in the education of the handicapped. During this same period there was an increase of 120 per cent in the number of students enrolled in preparation programs training personnel in the education of the handicapped in this region of the United States.

TRAINING COMPARED WITH POPULATION

A trainee/resident ratio comparison was established in order to determine whether training occurred to a greater extent in the more populous areas than in the less populous areas. A trainee to resident ratio of the five most populous states of 1/2676 was obtained and a 1/2444 ratio was obtained for the five least populous

states. This meant that for every 2,676 residents in the five most populous states there was one student receiving training in the education of the handicapped. For every 2,444 residents in the five least populous states there was one student in a college or university receiving training in the education of the handicapped.

This comparison indicates that training in more populous states does not occur with greater frequency than in less populous states when the trainee to resident ratio is considered. This analysis however, does not take into account how many students actually remain in the state upon completion of their training, or does it account for variations which may occur between categories of handicap.

REFLECTIONS

During the last several decades the area of education for the handicapped child or youth has experienced a steady growth in terms of the specialized educational programs and in terms of national interest, concern, and funding. The increasing emphasis on equality of educational opportunity for all children and youth has also directed the nation's attention toward the improvement of education of the handicapped.

As the decade of the 70s begins, new challenges will be faced by our society in providing educational services to all children, including the handicapped. The nation's colleges and universities

have shown that with cooperative effort at the local, State, and Federal levels, significant contributions can be made in providing quality education for millions of children and youth who are handicapped. Hopefully, this effort will continue at all levels of government and will be a high priority when decisions are made concerning education of children in our society.

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